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Compiled October 1951
Issued November 1951

ADVANCE ESTIMATES OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS FOR THE SCHOOL YEAR 1951-52

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THE AVAILABLE STATISTICS on public schools indicate that the year 1951-52 will continue to be a period characterized by increase in the demand for school services and decreases in qualified manpower and the purchasing power of school dollars.

During the World War II period the enrolment in schools declined slightly, many fully qualified teachers left teaching, school construction practically stopped, and financial support lagged. Beginning about 1947 the constructive forces in state legislatures and among all citizens moved rapidly to remedy wartime neglect and losses. The spurt forward of these constructive influences began to slacken in 1949. The lag in 1951-52 will affect manpower, financial support, and school construction. Meanwhile enrolments continue to increase steadily, the purchasing power of the school dollar declines, and the public schools must employ thousands of teachers who lack full professional qualifications.

THIS SUMMARY is based upon information supplied by state and territorial departments of education and education associations. It is the tenth in a series of national estimates begun in 1942-43.

Most of the figures in this memorandum are estimates. They are based upon previous years adjusted by expert judgment and by reference to the available preliminary surveys of individual states. A number of states have not completed their statistical summaries for 1950-51 and only a few have systematic data for 1951-52.

Previous experience with this series of advance estimates indicates that this report is a reasonably accurate statement of nationwide conditions as of October 1951. Elaborate statistical manipulations of these figures, beyond those given herein, are not advisable.

All of these difficulties are further complicated by nationwide manpower conditions (especially the uncertain demands of active military service), the restraints upon school construction, and the increasing budget and taxation of the federal government. These conditions are in turn affected by worldwide economic forces and unrest. The threat of war increases federal expenditures which in turn increases federal taxation. The combination of heavy federal taxation with lower purchasing power and higher local and state governmental costs has produced a "tightening" of the public attitude toward taxation. Reluctance to increase local and state taxes in turn impairs efforts to meet the need for higher teachers' salaries, new school construction, and recruitment in teacher education.

The foregoing summary suggests a somewhat static condition because there has been little change between 1950-51 and 1951-52. In both years nearly 90 percent of the states report fairly acute shortages of qualified rural elementary teachers (i.e., "very large" and "considerable"); in the cities more than 75 percent of the states have substantial teacher shortages in elementary schools.

For the nation as a whole there appears to be relatively little shortage of regular secondary teachers both in rural and urban areas. The estimated number of states in each category is about the same for 1950-51 and 1951-52. The shortage of qualified special secondary teachers seems to be on the increase since the number of states reporting "very large" and "considerable" shortages has increased since a year ago. The condition is apparently worse in rural areas (36 states) than in cities (23 states) but in both areas in a number of the states there is difficulty in finding enough qualified teachers for the special fields.

Needed supply--For three years these advance estimates have attempted to determine the number of additional teachers needed "to reduce teacher load and to provide adequately for increasing enrolments." The total for the nation has been about 36,000 each year (Table 3, column 7).

In some instances the estimated numbers reported by states have included the teachers employed on substandard certificates. No one knows how many of the holders of substandard certificates (70,691 in 1951-52) will eventually qualify for full certification. Each year a substantial proportion, thru summer-school attendance and other professional training, have obtained regular certificates. It must be kept in mind also that the acceptable minimum level of preparation varies considerably among the states.

If it is assumed that the 50 percent of those with substandard certificates should be replaced then the theoretical annual demand must be between 100,000 and 130,000 (i.e., 50,000-60,000 normal replacement, 25,000-35,000 substandard, and 25,000-35,000 additional need). Apparently about 60 percent of the annual demand is being met by employing persons with less than standard professional preparation.

Teacher education--The situation with respect to the teacher shortage may also be considered in terms of the number preparing for teaching. The present survey asked whether teacher-training enrolments in 1951-52 were larger, smaller, or about the same as in 1940-41. The details are given in Table 8, column 8. The general national picture for a period of years is as follows:

School year	Number of states reporting current enrolments as		
	Much smaller than 1940-41	About same as 1940-41	Much larger than 1940-41
1947-48	18	9	21
1948-49	9	14	25
1949-50	2	12	34
1950-51	5	11	32
1951-52	3	19	26

It is probable that the decline of the number reporting "much larger" reflects the increasing manpower demands of the military forces, government service, and industry.

facilities. These pupils are enrolled in school but attending in double sessions or other arrangements not as educationally acceptable as the typical, full-time school day.

In addition, according to the U. S. Bureau of the Census (reporting in July 1951 for the month of October 1950) nearly 4 million (3,997,000) children 5-17 years of age are not enrolled in any school. About 35 percent of this number are 14-17 years of age.

School building shortage--The present extreme lag in school construction began in the depression years; it became more acute under the construction restraints of World War II. Further complications have arisen because of population mobility and high birth rates since 1940. The estimates of the 1951-52 situation are given in Table 9. The present year compared with 1950-51 may be summarized as follows:

Type of school	Number of states in which building shortage is					
	Very small		Considerable		Very large	
	1950-51	1951-52	1950-51	1951-52	1950-51	1951-52
Rural						
Elementary............	11	18	29	24	8	6
Secondary.............	11	18	33	27	4	3
Urban						
Elementary............	1	1	23	27	24	20
Secondary.............	9	12	32	33	7	3

The foregoing figures suggest a slight improvement in the nation as a whole with respect to rural-school buildings (both elementary and secondary) and urban secondary schools. However, in view of the states reporting "considerable" and "very large" building shortages the outlook for 1951-52 is essentially the same as in 1950-51--difficulties in three-fourths or more of the states.

It must be kept in mind that, because of birth rates and population mobility, the shortage of buildings for elementary-school pupils is likely to continue for several years after 1956-57 (the estimated year of peak enrolment). High-school enrolments will begin to reflect the higher birth rates of the past decade about 1953-54 and reach top enrolment about 1959-60. Unless the present elementary-school building shortage is cleared by 1953, it will combine with new high-school enrolments to produce a dual problem.

A nationwide summary does not reveal the extreme conditions within the individual states. Population mobility, defense projects, and other factors have produced especially acute conditions in many new communities and in the suburbs of metropolitan centers.

Pupil enrolments--It is not possible to reconcile completely the estimates of the present memorandum and those of the U. S. Office of Education. The October 1951 figure of this report is to some extent an under estimate of the 1951-52 enrolment and the Office of Education estimate of August 1951, based upon statistics obtained at the end of previous years, may be slightly higher than actual numbers.

The present series of advance estimates show the following estimated enrolments for the years 1946-47 thru 1951-52:

The total for 1950-51 is about 28,000 higher than the 1949-50 estimate; the 1951-52 figure is about 23,000 higher than the total in 1950-51. It may not be clear until 1952-53 whether this decline of 5000 is indicative of a lag in available supply of qualified persons or the result of a slowing down in new revenues for the extension of size of staffs. Both restrictions upon the expansion of personnel to meet increasing enrolments and to provide new services are possibilities.

It is noteworthy that despite an estimated increase of 23,000 in total instructional staff members the estimated number of persons employed on substandard certificates is expected to decline by about 4500 in 1951-52 compared with 1950-51. These figures suggest that substantial numbers of teachers have been graduated by the teacher-preparation institutions and that qualified former teachers have returned to teaching. Such gains, however, do not permit too much optimism so long as more than 70,000 continue to be employed on substandard certificates and a demand for 35,000 teachers also exists to reduce class size and to meet increasing enrolments.

Teachers' salaries--Between the calendar years 1940 and 1950 the average salary of instructional staffs (classroom teachers, principals, and supervisors) increased 108 percent while the average annual income of all gainfully employed persons advanced 132 percent. In 1940 the average teacher was earning only 11 percent more than the average gainfully employed person. Thus teachers have been slipping down the economic scale.

Table 4 (columns 2 and 3) show the estimated average salaries of instructional staffs in the 48 states for the school years 1950-51 and 1951-52. Between these two years the average for the nation advanced from $3097 to $3290--an advance in purchasing power from $1704 to $1750.

Classroom teachers only (column 6) advanced on the average from $2980 to $3167--an increase of purchasing power from $1639 to $1685.

Since 1943-44 the most substantial gain in average salary of instructional staff was between the school years 1946-47 and 1947-48. The average salary advanced $385 in dollars paid or $125 in dollars of prewar purchasing power. Substantial gains were made in 1948-49 and in 1949-50. However, the advance of $117 in the averages between 1949-50 and 1950-51 actually represented a loss of $60 in purchasing power because of the sudden rise of prices beginning in the summer of 1950. The increase of $193 between 1950-51 and 1951-52 is a gain of only $46 in real income because of price rises since the summer of 1951 and the estimated higher prices expected during the remainder of the school year.

It is estimated (Table 5, column 3) that 3 percent of the classroom teachers (nearly 30,000) will be paid less than $1500 in 1951-52; an additional 21.7 percent will be paid from $1500 to $2399.

The foregoing facts explain why the NEA Board of Directors and other NEA agencies have recommended a minimum annual salary of $3200 for teachers. Even this amount would be below the sum necessary to restore the average salary of teachers to its prewar status in relation to earnings of all gainfully employed persons.

School expenditures--Beginning in 1950-51 these advance estimates attempted to obtain information on the total expenditures for public schools paid from local and state funds. Estimates also have been made of the expenditure per pupil in average daily attendance and the proportion of the cost paid by state governments.

TABLE 1.--ESTIMATED NUMBER OF CLASSROOM TEACHERS, PRINCIPALS, AND SUPERVISORS IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, 1950-51 AND 1951-52

1951 Total

State	1950-51				1951-52			
	Elementary teachers (9)	Secondary teachers (12)	Principals, etc. (15)	Total	Elementary teachers	Secondary teachers	Principals, etc.	Total
1	2	3	4	5	6	7	8	9
Ala.	13,338	8,908	641	22,887	13,800	8,900	650	23,350
Ariz.	3,949	1,311	356	5,616	*4,150	*1,350	*360	*5,860
Ark.	8,330	4,725	395	13,450	8,400	4,750	400	13,550
Calif.	38,500	23,500	6,000	68,000	40,000	23,550	6,200	69,750
Colo.	6,871	2,621	726	10,218	7,050	2,720	730	10,500
Conn.	6,999	3,732	1,055	11,786	7,333	4,059	1,066	12,458
Del.	1,031	906	131	2,068	1,142	910	135	2,187
D.C.	1,738	1,653	206	3,597	1,771	1,666	209	3,646
Fla.	10,638	7,362	855	18,855	11,474	7,762	940	20,176
Ga.	16,816	7,802	696	25,314	17,434	*7,800	700	*25,934
Idaho	3,180	1,540	340	5,060	*3,200	*1,550	*340	*5,090
Ill.	31,200	13,600	2,500	47,300	31,700	13,600	2,500	47,800
Ind.	*12,800	*11,100	*1,500	*25,400	*13,300	*11,200	*1,500	*26,000
Iowa	14,580	6,367	1,091	22,038	*14,700	*6,400	*1,100	*22,200
Kans.	10,300	5,600	1,850	17,750	10,500	5,650	1,850	18,000
Ky.	12,888	5,243	1,362	19,493	13,088	5,275	1,400	19,763
La.	12,021	5,009	1,688	18,718	12,243	5,303	1,720	19,266
Maine	4,511	1,632	180	6,323	4,600	1,645	180	6,425
Md.	6,561	5,319	731	12,611	7,179	5,740	750	13,669
Mass.	*13,485	10,311	*1,600	25,396	*13,750	*10,350	*1,650	*25,750
Mich.	24,000	15,000	1,700	40,700	*25,100	*15,000	*1,720	*41,820
Minn.	11,955	7,978	1,188	21,121	12,200	8,100	1,200	21,500
Miss.	11,111	4,782	622	16,515	11,200	4,800	650	16,650
Mo.	16,730	6,214	1,492	24,436	16,800	6,300	1,500	24,600
Mont.	3,341	1,171	419	4,931	3,501	1,204	430	5,135
Nebr.	8,780	3,180	410	12,370	8,850	3,200	415	12,465
Nev.	907	329	87	1,323	961	341	76	1,378
N.H.	1,738	1,129	165	3,032	1,768	1,136	165	3,069
N.J.	19,500	11,000	1,375	31,875	20,400	11,100	1,375	32,875
N. Mex. ...	*4,000	*1,400	*600	*6,000	*4,100	*1,400	*600	*6,100
N.Y.	52,000	26,600	4,050	82,650	54,000	26,600	4,100	84,7[illegible] 84,7
N.C.	20,544	7,795	1,686	30,025	20,800	7,875	1,700	30,375
N. Dak. ...	4,916	1,197	424	6,537	4,930	1,200	424	6,55[illegible] 6,554
Ohio	24,150	17,500	4,034	45,684	25,000	17,300	4,200	46,500
Okla.	10,300	6,059	2,250	18,609	10,500	6,215	2,250	18,965
Oreg.	7,500	3,150	850	11,500	8,000	3,500	850	12,350
Pa.	31,682	24,260	5,219	61,161	32,709	25,118	5,320	63,147
R.I.	2,000	1,720	230	3,950	2,050	1,720	230	4,000
S.C.	12,144	5,042	200	17,386	12,400	5,200	200	17,800
S. Dak. ...	*5,102	*1,738	*300	7,140	*5,115	*1,744	*300	7,159
Tenn.	16,887	5,629	600	23,116	17,175	5,725	600	23,500
Texas	31,124	14,918	8,125	54,167	31,529	15,111	8,231	54,8[illegible] 5487
Utah	*2,906	*2,482	*251	5,639	*2,975	*2,517	*264	5,7[illegible]6 5,75
Vt.	1,810	660	180	2,650	1,830	660	180	2,670
Va.	12,856	7,035	2,350	22,241	13,300	7,150	2,350	22,800
Wash.	10,718	4,783	948	16,449	11,100	4,840	960	16,900
W. Va.	9,000	*5,250	*1,850	*16,100	*9,100	*5,300	*1,900	16,300
Wis.	15,024	6,334	534	21,892	15,461	6,405	547	22,413
Wyo.	1,670	910	115	2,695	1,680	910	110	2,700
Total...	604,131	323,486	66,157	993,774	621,348	327,851	67,227	1,016,426

* NEA Research Division estimate.

TABLE 3.--ESTIMATED TEACHER SUPPLY NEEDED, 1950-51 AND 1951-52

State	Emergency teachers a/		Total needed,	Needed supply, 1951-52 (see note b/)		
	1950-51	1951-52	1950-51	Elementary	Secondary	Total
1	2	3	4	5	6	7
Ala.	*1,000	*1,000	*2,000	*1,500	*500	*2,000
Ariz.	0	0	0	0	0	0
Ark.	1,250	1,200	1,100	300	700	1,000
Calif.	6,655	7,600	2,000	2,000	0	2,000
Colo.	830	775	300	200	50	250
Conn.	582	755	637	781	228	1,009
Del.	40	38	*75	*50	*0	*50
D.C.#	403	429	83	30	90	120
Fla.	2,602	2,700	2,000	2,000	0	2,000
Ga.	782	670	2,500	1,000	300	1,300
Idaho	900	700	325	*200	*20	*220
Ill.	1,550	1,400	2,850	2,450	50	2,500
Ind.	*1,000	*700	*1,000	*700	*100	*800
Iowa	493	*500	*500	*300	*50	*350
Kans.	175	21	175	0	21	21
Ky.	3,217	2,588	1,200	200	50	250
La.	1,594	1,085	575	450	150	600
Maine	125	275	165	200	50	250
Md.	2,021	2,035	419	637	92	729
Mass.#	*250	*300	*250	*300	*0	*300
Mich.	5,500	5,500	1,000	*500	0	*500
Minn.	496	390	1,800	1,000	200	1,200
Miss.	432	700	2,000	1,900	100	2,000
Mo.	8,990	8,500	*1,200	600	200	800
Mont.	918	625	350	277	180	457
Nebr.	*1,200	800	600	700	100	800
Nev.	11	*10	50	*25	*5	*30
N.H.	262	215	262	260	25	285
N.J.	2,024	2,200	*500	*700	*300	*1,000
N.Mex.	60	*50	120	*80	*20	*100
N.Y.	2,848	2,800	*500	*500	*0	*500
N.C.	850	810	1,000	*700	*100	*800
N.Dak.	695	620	50	50	0	50
Ohio	3,700	3,850	184	1,000	50	1,050
Okla.	2,378	2,150	800	200	75	275
Oreg.	1,600	1,800	0	*400	*100	*500
Pa.	1,932	1,950	500	*300	*200	*500
R.I.	175	150	100	75	0	75
S.C.	454	500	0	400	100	500
S.Dak.	1,796	1,400	900	1,500	150	1,650
Tenn.	2,225	2,000	600	700	300	1,000
Texas	1,188	1,100	1,800	2,500	1,300	3,800
Utah	896	570	*250	300	50	350
Vt.	450	*325	40	*30	*0	*30
Va.	2,420	2,300	500	400	100	500
Wash.	1,455	405	1,300	1,050	550	1,600
W.Va.	2,000	1,600	725	500	100	600
Wis.	2,545	2,500	200	100	0	100
Wyo.	110	*100	*50	*40	*10	*50
Total.	75,079	70,691	35,535	30,085	6,766	36,851

* NEA Research Division estimate. # See footnote, Table 2.

a/ See Table 2, column 7, and footnotes.

b/ "Needed supply" defined as number needed in addition to emergency (or substandard) teachers to reduce teacher load and to provide adequately for present enrolments.

TABLE 5.--ESTIMATED DISTRIBUTION OF CLASSROOM TEACHERS' SALARIES, 1951-52

State	Classroom teachers' average salary, 1951-52	Percent paid			
		Below $1500	$1500-$2399	$2400-$4000	Above $4000
1	2	3	4	5	6
Alabama	*$2,225	*10.0%	*55.0%	*35.0%	*0.0%
Arizona	*3,675	*0.0	*0.0	*80.0	*20.0
Arkansas	1,750	30.0	55.0	15.0	0.0
California	3,900	0.0	0.0	70.0	30.0
Colorado	2,937	0.0	32.4	58.3	9.3
Connecticut	3,700	0.0	4.0	72.0	24.0
Delaware	3,710	0.0	3.0	81.0	16.0
Florida	3,020	0.0	20.0	79.0	1.0
Georgia	2,400	5.0	66.0	25.0	4.0
Idaho	2,600	*0.0	*48.0	*52.0	*0.0
Illinois	*3,450	2.0	12.0	69.0	17.0
Indiana	*3,350	*0.0	*8.0	*80.0	*12.0
Iowa	2,967	*1.0	*35.0	*60.0	*4.0
Kansas	2,775	0.0	40.0	59.0	1.0
Kentucky	2,200	10.0	55.0	33.0	2.0
Louisiana	*3,060	*0.0	*10.0	*90.0	*0.0
Maine	*2,100	*1.0	*79.0	*20.0	*0.0
Maryland	*3,800	0.0	1.4	64.1	34.5
Massachusetts	*3,650	*0.0	*6.0	*66.0	*28.0
Michigan	3,700	0.0	5.0	62.0	33.0
Minnesota	2,900	0.0	25.0	60.0	15.0
Mississippi	1,560	49.0	40.0	10.8	0.2
Missouri	2,650	4.0	46.0	46.0	4.0
Montana	3,315	*0.0	*11.0	*80.0	*9.0
Nebraska	2,200	19.0	45.0	35.0	1.0
Nevada	3,316	*0.0	*0.0	89.6	10.4
New Hampshire	2,810	0.0	35.0	64.0	1.0
New Jersey	3,750	0.0	0.0	67.0	33.0
New Mexico	*3,375	*0.0	*1.0	*90.0	*9.0
New York	4,500	0.0	0.0	50.0	50.0
North Carolina	2,812	*2.0	*30.0	*68.0	*0.0
North Dakota	2,175	15.0	65.0	20.0	0.0
Ohio	3,200	0.0	15.0	66.0	19.0
Oklahoma	3,000	0.0	8.0	91.0	1.0
Oregon	3,650	0.0	0.0	94.0	6.0
Pennsylvania	3,230	0.0	7.5	80.7	11.8
Rhode Island	3,350	0.0	8.0	80.0	12.0
South Carolina	2,130	15.0	70.0	15.0	0.0
South Dakota	*2,200	2.1	63.2	31.6	3.1
Tennessee	2,375	9.0	85.0	6.0	0.0
Texas	2,960	0.0	6.4	87.7	5.9
Utah	3,170	0.0	20.0	77.0	3.0
Vermont	2,400	0.0	55.0	44.0	1.0
Virginia	2,450	0.0	55.0	43.0	2.0
Washington	3,690	0.0	0.0	85.0	15.0
West Virginia	2,765	1.0	39.0	60.0	0.0
Wisconsin	3,175	0.0	24.6	56.4	19.0
Wyoming	2,940	0.0	30.0	68.0	2.0
Average	$3,167	3.0%	21.7%	59.9%	15.4%

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* NEA Research Division estimate.

TABLE 7.--ESTIMATED PUPIL ENROLMENT AND PERCENT LACKING FULL-TIME SCHOOLING

State	Total enrolled, 1950-51 1951 36	1951-52 enrolment			Percent lacking full-time schooling, 1951-52a/		
		Elementary	Secondary	Total	Elementary	Secondary	Total
1	2	3	4	5	6	7	8
Ala.	681,007	*525,000	*170,000	*695,000	...	...	*2.0%
Ariz.	161,328	*138,000	*31,000	*169,000	0.0%	0.0%	0.0
Ark.	426,000	299,000	141,000	440,000	...	...	1.5
Calif.	1,775,989	1,390,000	465,000	1,855,000	...	...	3.0
Colo.	217,000	168,000	53,000	221,000	2.5	0.0	1.9
Conn.	294,800	227,600	80,300	307,900	0.0	0.0	0.0
Del.	47,540	31,688	17,944	49,632	*0.5	0.0	*0.3
D.C.	93,631	60,749	35,019	95,768	0.6	0.0	*0.3
Fla.	527,174	357,000	204,500	561,500	5.0	0.0	*3.0
Ga.	787,580	625,000	175,000	800,000	7.0	5.0	6.4
Idaho	*125,000	*97,500	*31,000	*128,500	...	...	*0.5
Ill.	1,204,000	*940,000	*307,000	*1,247,000	...	...	*1.0
Ind.	*690,000	*522,000	*192,000	*714,000	...	...	*1.0
Iowa	477,720	*348,000	*143,000	*491,000	...	...	*0.5
Kans.	336,800	258,000	87,000	345,000	...	...	0.1
Ky.	563,398	*486,000	*85,000	*571,000	1.0	0.0	*0.8
La.	*470,000	*419,000	*71,000	*490,000	...	...	*1.5
Maine	158,247	127,000	34,500	161,500	...	...	*0.5
Md.	347,337	238,693	131,265	369,958	6.1	1.1	4.3
Mass.	618,889	*456,300	*168,700	*625,000	...	...	*1.5
Mich.	1,066,000	717,000	383,000	1,100,000	2.0	2.0	2.0
Minn.	520,154	350,000	185,000	535,000	0.0	0.0	0.0
Miss.	476,860	403,360	77,500	480,860	...	...	0.2
Mo.	650,000	515,000	145,000	660,000	...	...	1.0
Mont.	108,221	85,720	27,501	113,221	...	...	*0.1
Nebr.	*229,500	*171,000	*60,000	*231,000	0.0	0.0	0.0
Nev.	31,148	25,800	7,200	33,000	...	...	0.2
N.H.	72,412	54,500	19,000	73,500	0.0	0.0	0.0
N.J.	682,897	580,689	144,231	724,920	...	...	1.5
N. Mex.	*150,000	*130,000	*25,500	*155,500	...	...	*1.0
N.Y.	1,995,000	1,555,000	515,000	2,070,000	2.5	2.0	2.3
N.C.	907,192	718,000	192,000	910,000	2.0	0.0	1.6
N.Dak.	114,500	89,000	27,000	116,000	...	...	0.5
Ohio	1,247,205	*852,000	*435,000	*1,287,000	0.0	0.0	0.0
Okla.	509,088	403,000	116,750	519,750	...	...	*0.5
Oreg.	279,760	224,700	68,330	293,030	...	...	0.0
Pa.	1,602,000	1,051,000	603,000	1,654,000	...	...	0.5
R.I.	97,500	67,500	34,500	102,000	...	...	0.3
S.C.	503,238	395,000	123,000	518,000	1.0	2.0	1.5
S.Dak.	118,175	90,000	29,500	119,500	...	...	*0.2
Tenn.	674,419	555,000	130,000	685,000	...	...	1.5
Texas	1,449,114	1,093,831	384,319	1,478,150	...	...	*2.0
Utah	161,946	102,299	64,186	166,485	0.0	0.0	0.0
Vt.	60,000	*45,800	*15,500	*61,300	...	...	*0.2
Va.	625,141	480,000	165,000	645,000	...	...	0.0
Wash.	446,665	362,000	103,000	465,000	3.0	1.0	*2.5
W.Va.	443,135	*358,400	*89,600	*448,000	...	...	*0.5
Wis.	510,200	379,400	144,000	523,400	0.0	0.0	0.0
Wyo.	59,600	47,300	13,700	61,000	...	...	*0.5
Total	25,794,510	19,616,829	6,950,545	26,567,374 73.8	...	...	1.5%

*NEA Research Division estimate.

26.2

a/ By definition: "The percent of pupils not attending full-time school because of shortage of qualified teachers and/or school buildings."

TABLE 9.--ESTIMATE OF THE SCHOOL BUILDING SHORTAGE, 1951-52

State	Rural schools		Urban schools	
	Elementary	Secondary	Elementary	Secondary
1	2	3	4	5
Alabama	*Some	*Some	*Large	*Some
Arizona	Small	Small	Large	Some
Arkansas	Some	Some	Some	Some
California	Some	Some	Large	Some
Colorado	Small	Some	Large	Some
Connecticut	Some	Some	Large	Some
Delaware	Some	Small	Some	Small
District of Columbia	...	...	Some	Some
Florida	Some	Some	Large	Large
Georgia	Some	Some	Some	Some
Idaho	*Small	*Small	*Large	*Some
Illinois	Small	Small	Some	Some
Indiana	*Small	*Small	*Some	*Some
Iowa	Small	Some	Large	Large
Kansas	Small	Small	Large	Small
Kentucky	Large	Some	Some	Some
Louisiana	*Some	*Some	*Some	*Small
Maine	Small	Small	Some	Small
Maryland	Small	Small	Some	Some
Massachusetts	Some	Some	Large	Some
Michigan	Large	Some	Large	Some
Minnesota	Large	Large	Large	Some
Mississippi	Large	Large	Some	Some
Missouri	Some	Some	Large	Some
Montana	Small	Some	Large	Some
Nebraska	Small	Small	Some	Some
Nevada	*Some	*Small	*Some	*Small
New Hampshire	Some	Some	Some	Small
New Jersey	Some	Some	Some	Some
New Mexico	*Some	*Small	*Some	*Some
New York	Some	Small	Some	Small
North Carolina	Some	Some	Some	Some
North Dakota	Small	Some	Large	Large
Ohio	Small	Some	Large	Small
Oklahoma	Small	Small	Some	Some
Oregon	Some	Some	Some	Some
Pennsylvania	Some	Some	Some	Small
Rhode Island	Small	Small	Some	Some
South Carolina	Large	Some	Small	Small
South Dakota	Small	Small	Some	Some
Tennessee	Some	Some	Some	Some
Texas	Small	Small	Large	Some
Utah	Large	Large	Some	Some
Vermont	Some	Some	Some	Some
Virginia	Some	Some	Large	Small
Washington	Some	Some	Large	Some
West Virginia	Some	Small	Some	Some
Wisconsin	Some	Some	Large	Some
Wyoming	Small	Small	Some	Small

*NEA Research Division estimate. Terms used: Small means "practically none"; some means "considerable"; large means "very large."